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ABSTRACT

A "student evaluation of instruction" survey instrument applicable to team teaching was designed and administered to a pilot group of 27 students enrolled in Alvin Junior College (Texas) nursing courses during the 1974-75 academic year. Statements on the survey form were divided into three segments: those dealing with team preparation for teaching; those dealing with implementation of teaching or what the teaching did for the student; and those for student comments dealing with what was done well in the course and what should be done to improve the course. Responses were analyzed by number and percentage in each of five rating columns: outstanding, superior, competent, fair, and less than fair. Results indicated that the form was applicable to the teaching approach, and that the data generated could be useful in facilitating learning and teaching in other nursing courses using team teaching. A survey of the literature is included, and data is organized into tables and graphs. (NHM)

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DESIGNING A STUDENT EVALUATION OF TEAM TEACHING EFFECTIVENESS AND A PROCEDURE FOR ITS ADMINISTRATION

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

A student evaluation of instruction instrument applicable to team teaching was designed and administered to a pilot group for them to evaluate the nursing course that they were enrolled in. The data from the responses was tabulated and ratings were made and charted according to outstanding, superior, competent, fair, and of less value. The items on the form related to teaching team preparation for the course and implementation of the teaching. Also included was a portion for student comments regarding the things that had been done well by the teaching team and those things that they felt needed improvement.

The outcomes of this project indicated that the form was applicable to the teaching approach and that the data could be useful in facilitating the learning and teaching in other nursing courses using team teaching. The project was an enlightening experience and emphasized that, if properly and carefully handled, the student evaluation of instruction could be a vital force in facilitating learning and teaching.

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INTRODUCTION

With reorganization of the Associate Degree Nursing program at Alvin Junior College, Alvin, Texas, team teaching was instituted in all five of the nursing courses in the 1973-74 school year. Then, the next year, 1974-75 school year, the modular approach to teaching was begun in all of these nursing courses.

A "student evaluation of instruction" instrument applicable to team teaching was needed for the end of the term, May, 1975, to glean student input for planning purposes for the following year. The "student evaluation of instruction" forms which were being used throughout the college were not applicable to the team teaching method since they dealt with personality of individual teachers. These forms had been used with the nursing courses for three terms but the procedure was too time consuming and costly since it involved completing an evaluation for each member of the teaching team. In the large classes, with approximately one hundred thirty students and eight members of the teaching team, the process was an administrative ordeal of no value since the data which was gathered was not specific enough to utilize to improve quality of instruction offered by the teaching team.

This study involves designing a "student evaluation of instruction" instrument which will aim toward gaining from the students objective feedback concerning teaching team preparation for the course, implementation of the teaching and the student involvement in the learning.

BACKGROUND AND SIGNIFICANCE

Evaluation of teaching produces mixed reactions in any college or university faculty. The teacher cannot help being concerned about his own success in teaching and finds that his self-evaluations are colored by his sense of other evaluations. The question is of greater urgency today because of some of the trends in education. Even though many faculty and students are insistent upon improving the quality of teaching, the question that most concerns the teacher is how discerning, thorough, accurate and fair is the informal and non-systematic kind of evaluation by others that is going to influence his career. The situation, as is, gives serious cause for the emotional impact among teachers because the department head and the dean, and even the president in some institutions, is usually alert to what is being said about teaching performance and uses the information in future decisions to reappoint, promote, or offer tenure.[1]

Evaluation might be called the "sick man" of education. Evaluations consume a large portion of the energies of teachers and students and does so to the detriment and even the distortion of learning.[2]

However, even with dissatisfaction with present evaluation trends and techniques, the fact is accepted that evaluation of instruction is essential. Regardless of whether the evaluation is formal or informal, good or adequate, it has one thing in common with every other system of feedback. When it has been blended into the background system of purpose, values, and policies, it controls the next step. All our decisions are conditioned by perceptions of how we are doing in terms of what we hope to do. Instructional diagnosis

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[1]C. Easton Rothwell, "The Evaluation of One's Teaching," The Importance of Teaching, (New Haven, Conn., The Hazen Foundation, 1967), p. 56.

[2]Clifford F.S. Bedell, "The Evaluation We Have," Evaluation as Feedback and Guide, (Washington, D.C., NEA, 1967), p. 18.

lies at the heart of good teaching. After each bit of evaluative data comes in, the teacher should be a little more sure of how to proceed next. The evaluation should have as its most significant function a constant probing for the best way to move forward.[3]

This is a period of increased student concern about teaching and of determination to make the student voice heard. It is ironic, that while student concern is growin, there is less dependence by administrators today upon systematic student ratings in the overall evaluation of teachers than was true at the beginning of the decade. Greater reliance is placed upon informal student judgments despite the fact that their use in evaluating teachers may violate the rules of scientific sampling and may in many ways be unreliable.[4]

Despite the fact that instructors sometimes deny the reliability and value of student ratings, evidence from literature, in defense of students' evaluations, point out that these, when carefully and properly handled provide the best criterion of quality of instruction. Research conducted by Rayder demonstrates that student ratings of instructors are not substantially related to the students' sex, age, grade-point average, or grades previously received from the instructor being rated.[5]

Another writer defends student evaluation, "As for students, they are probably reasonably good sources of information when they are asked the right questions. In the present conditions of academia they are virtually the only direct observers. Ratings based on observations can be useful provided com-

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[3]Fred T. Wilhelm, "Evaluation as Feedback," Evaluation as Feedback and Guide, (Washington, D.C., NEA, 1967), p. 3.

[4]C. Easton Rothwell, "The Evaluation of One's Teaching," The Importance of Teaching, (New Haven, Conn., The Hazen Foundation, 1967), p. 57.

[5]Marcia Boyer, "Teacher Evaluation Toward Improving Instruction," Toward Instructional Accountability, (Palo Alto, Calif., Westinghouse Learning Corp., 1973), p. 186.

petent observers are involved. Students could report on their own degree of interest, whether the instructor motivated them to do more than was required. If the questions are well phrased, students can probably make pretty good estimates of the instructor's effect on them."[6]

A student writes, "The existing programs of course and teacher evaluation are not effectively improving either courses or teachers. Yet student course and teacher evaluation programs are encouraging. They represent the first attempt of students on many campuses to state their intention to force the institutions to confront the problem of student learning. The hundreds of existing student course and teacher evaluation programs should be encouraged to continue. Sustaining current student interest in their own education is crucial. Such programs should be moved as close as possible to decisions regarding curriculum design and faculty evaluation."[7]

The survey of literature emphasizes that evaluations are necessary to improve the quality of instruction but indicates that present evaluative procedures are not effectively accomplishing this goal. There is a need to find out what contribution teaching makes to what the student learns in order to have sounder bases for administrative decisions, to improve the practice of teaching and to have criterion for use in the research which may some day lead to a viable theory of instruction. This points to a need for further research. Perhaps the works of Cohen and Brawer could be the proper direction for further experimentation. They contend that, although evaluation is often stated to be for the purpose of improving instruction, the methods seldom relate to instruct-

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[6]John W. Gustad, "Evaluation of Teaching Performance" Improving College Teaching, (Washington, D.C., American Council on Ed., 1967), p. 265.

[7]James Johnson, "Instruction From the Consumers View," Improving College Teaching, (Washington, D.C., Amer. Council on Ed., 1967), p. 228.

ional practices and even less to results of instruction. They propose that evaluation would be more meaningful if it were related to instruction as a discipline rather than to the person of the instructor. If the instructor is to be observed as one force in the learning environment, methods other than those now typical must be employed. More important, the effects of the instructional process must be included in the evaluation design. They support that student achievement of learning objectives is the main criterion on which studies of faculty and instructional effect should be based.[8]

Cohen and Brawer note that faculty evaluation may eventually prove effective in promoting the development of instructional specialists. Instructional specialization suggests team teaching, a practice becoming widespread among institutions at all levels of education. Team members who do not function effectively hinder their colleagues who can apply necessary sanctions to force them to change or to eliminate them from the team. Evaluation then becomes a process by which colleagues influence each others activities and eventually it becomes an integral part of the instructional development of the college.[9]

The above is the description of the situation for this study. The teaching team is developing and has within it the inherent continuing feedback among the members for evaluation and improvement. It is the desire to design an effective "student evaluation of instruction" instrument to utilize further feedback from students, or consumers, of the instruction. It is thought that this is a necessary move toward achieving instructional specialization.

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[8]Marcia Boyer, "Teaching Evaluation Toward Improving Instruction," Toward Instructional Accountability, (Palo Alto, Calif., Westinghouse Learning Corporation, 1973), p. 187.

[9]Marcia Boyer, "Teacher Evaluation Toward Improving Instruction," Toward Instructional Accountability, (Palo Alto, Calif., Westinghouse Learning Corp., 1973) p. 187.

PROCEDURES

The first step in the procedure for this study was to establish criteria for a design to deliver the feedback that is needed, when it is needed, to the persons or groups who need it. Fred T. Wilhelms in Evaluation as Feedback and Guide furnishes a set of encompassing basic criteria:

1. Evaluation must facilitate self-evaluation.
2. Evaluation must encompass every objective valued by the school.
3. Evaluation must facilitate learning and teaching.
4. Evaluation must produce records appropriate to the purposes for which records are essential.
5. Evaluation must provide continuing feedback into the larger question of curriculum development and educational policy.

It becomes obvious that to meet these criteria involves a complex evaluative system which, in this case, would involve the student, the teachers, the team unit, and the administration. For the student design, the focus would be on "facilitating learning and teaching," however, the data received from the students would have an influence on the other listed criteria.

Next the desire to have student input concerning their "attitudes" and "feelings" in regard to their evaluation of instruction resulted in devising and and administering a questionaire. (Appendix I). This was administered to two small group sessions with a total of thirty-one students to provide sampling of the larger group. The responses to some questions seemed significant to indicate that students could offer input to facilitate the effectiveness of team teaching. These students were groups in their second year. (Table 1).

TABLE 1

PERCENTAGES OF RESPONSES OF 31 STUDENTS

	SIGNIFICANT QUESTIONS	% Yes	% No
1.	I like to evaluate the courses that I take	94	6
2.	I consider it an opportunity to be asked to evaluate a course or teacher	94	6
4.	I feel that we (the students) are qualified to evaluate the quality of instruction	90	10
9.	I give a great deal of thought to the evaluation	87	13
14.	I think that I am better qualified to evaluate the "quality of instruction" now than when I was in my first year	84	16
18.	I like to write in comments and suggestions on an evaluation	77	23
23.	I think evaluations should be done after each unit while the material and the teaching approach in still clear in my mind	87	13
24.	I think evaluations should be done early in the course so that change could occur before the course is over	74	26
26.	I think that the teachers' continuing employment should depend on the outcomes of student evaluation of instruction	54	61

The results of the questionaire which was of significance (Table 1) indicated that most of them liked to and considered it an opportunity to evaluate a course or teacher. Most felt that they were qualified to evaluate the quality of teaching but felt that they were more qualified in their second year than their first. A great percentage felt that evaluations could be given at a more advantageous time. Opinions were divided in regard to continuing em-

ployment for the teachers depending on the outcomes of student evaluation of instruction. With this question some responded with both "yes" and "no."

The first draft of a student evaluation of instruction was designed. (Appendix II). This was administered to a pilot group--two small group sessions of the larger group. This group consisted of a total of twenty-seven students. These students were instructed to evaluate the course that they were now in and when they had finished the evaluation to write a critique of the form on the back of the page.

The critiques that were given were all positive in that most indicated that the form was better than those previously used in the college for other courses, the statements were easy to understand, and the form seemed to include everything. The most positive comments were that it was brief and had a place for comments.

RESULTS

The statements on the opinonaire for student evaluation of instruction was divided into three segments: those dealing with team preparation for teaching; those dealing with implementation of teaching or what the teaching did for the student; and those for student comments dealing with what was done well in the course and what should be done to improve the course.

This arrangement seemed to lend itself to a method of rating team effectiveness. Total responses were totaled in each of the rating columns; outstanding, superior, competent, fair, and of less value. These were divided by the total of all the responses to give an overall percentage rating of the team instruction (Figure 1) in each of the rating categories.

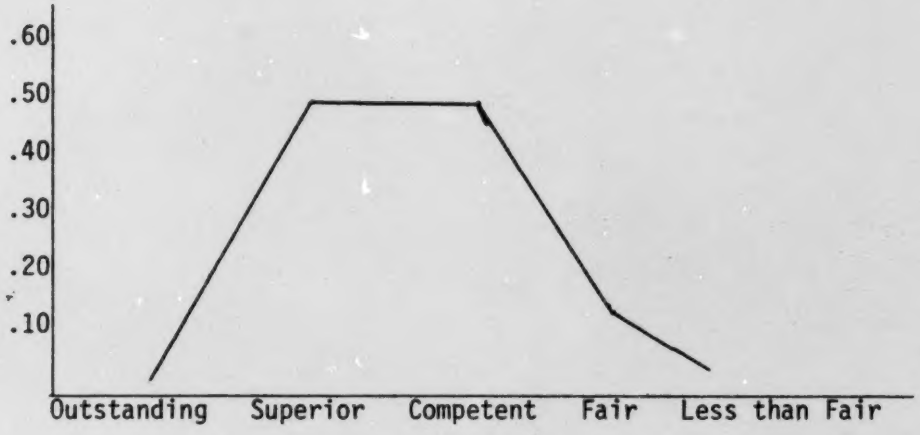

Figure 1. Ratings of team teaching effectiveness by 27 students

To study evaluation of team preparation for the course from responses given by the students, the responses were totaled (Table 2) in this segemtn of the evaluation and the ratings made by percentages (Figure 2).

TABLE 2

DISTRIBUTION OF RESPONSES FROM 27 STUDENTS

Preparation by teaching team	1	2	3	4	5	Total
1. The assignments were definite.	5	9	10	3	0	27
2. The objectives were clearly stated.	3	7	15	2	0	27
3. The learning activities were relevant to the subject under study.	0	6	15	4	2	27
4. Expectations of my participation in my own learning was communicated clearly.	2	7	14	3	1	27
5. Preparation of materials and presentations was evident.	3	5	12	4	3	27
6. The test items were a measure of the objectives.	0	4	8	12	3	27
7. The selection of content is relevant to my future needs.	2	4	11	4	2	27
Totals	15	46	75	32	11	189

Note: In the above table the rating categories are in order: 1--outstanding; 2--superior; 3--competent; 4--fair; 5--of less value.

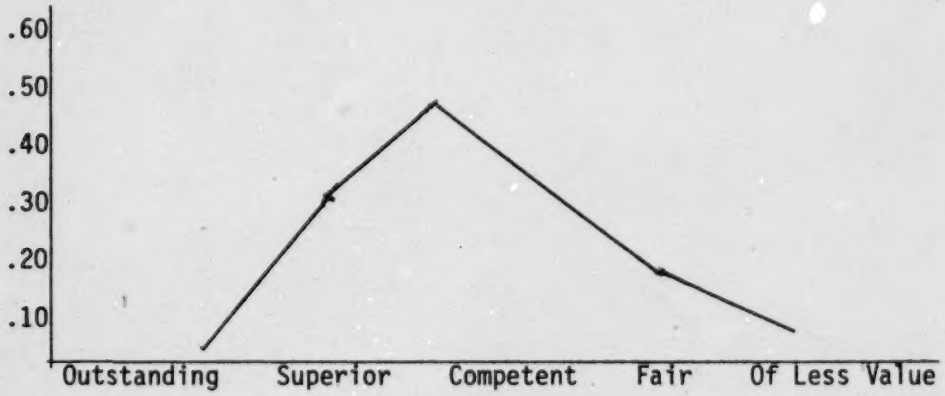

Figure 2. Ratings of team teaching preparation by 27 students

To study evaluation of implementation of teaching for the course, the responses in this segment were totaled (Table 3) and the ratings were made by percentages (Figure 3).

TABLE 3

DISTRIBUTION OF RESPONSES FROM 27 STUDENTS

	TEACHING: The Teaching Team:	1	2	3	4	5	Total
8.	Interprets abstract ideas and theories clearly	0	4	16	5	2	27
9.	Gets me interested in the subject	0	4	14	8	1	27
10.	Has increased my skills in thinking	1	9	10	5	2	27
11.	Has broadened my interests	2	9	13	2	1	27
12.	Stresses important material	1	10	10	5	2	27
13.	Makes good use of visual aids	4	8	12	2	2	27
14.	Inspires class confidence in knowledge of subject	0	3	17	6	1	27
15.	Has given me new viewpoints or appreciation	1	9	11	5	1	27
16.	Is clear and understandable in explanations	0	6	12	8	1	27
	Totals	9	62	115	46	11	243

Note: In the above table the rating categories are in order: Column 1-outstanding; 2--superior; 3--competent; 4--fair; 5--of less value.

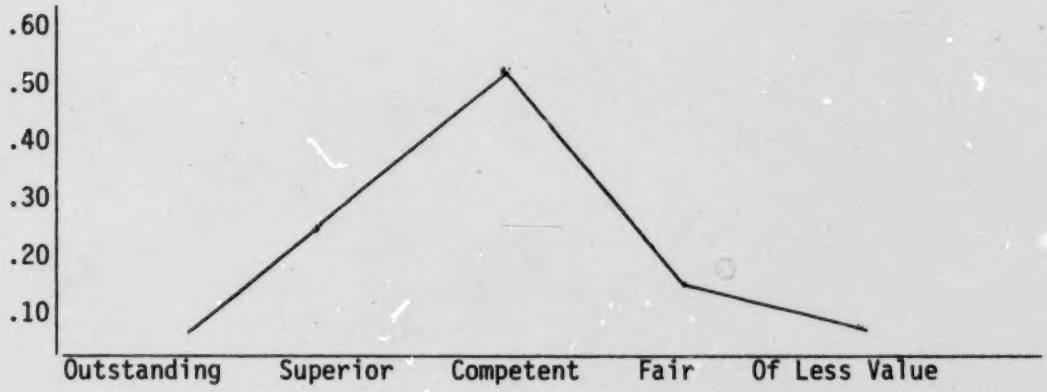

Figure 3. Ratings of the teaching process by the teaching team by 27 students

The comments that were offered by the students in the last segment of the opinionaire were very useful. There was general agreement that the things that had been done well in the course was the selection of excellent films and visual aids, the cooperation of the teaching team, frequent testing, and getting to know more teachers. The things that they thought could be done better were, as expected, a need for smaller classes, shorter class sessions, and better test items.

The tabulation of the data from the student opinionaire indicates that opinions of any divergent group will fall as a normal distribution just as will the abilities, but not necessarily to coincide with individual scores. This point would require further study. If this could be proved, student opinions could be useful as a valuable evaluative tool. Administrators and teachers could accept the fact that opinions vary in different people depending on who they are, their values and their experiences and would vary no matter what occurred in the classroom. Then, opinions which fell into a normal distribution could be a normal finding and perhaps a positive one. This could relieve the apprehensions among teachers which student evaluations seem to produce and the data could be studied to im-

prove instruction. The fact that the students are given the opportunity to evaluate the teaching could be the impetus needed to facilitate learning and teaching and far more important than the outcomes of the data.

RECOMMENDATIONS

If the opportunity to give the evaluation is the positive point in the process, then the student evaluation of instruction should be considered as an important part of the course and this should be conveyed to the student. To do this, the student opinionaire should be handled by the teaching team. The procedure and the purpose should be written in the syllabus and discussed with the students at the beginning of the course and a schedule time given to it. The teaching team should be allowed to collect and interpret the data so the members could have immediate feedback instead of knowing of it at some future date, if at all, with others' interpretations. This will be recommended to the department head for plans for next year.

For immediate plans, the opinionaire will be administered to the large class in May, 1975. The fly sheet for personal data which is already in use at the college will be added to it. This asks for age, sex, race, grade-point average, expected grade in the course, and to rate the course with other courses. This will give valuable information for further sutdy which may be needed by the team to improve instruction. Further study which is recommended is to rate the team by all students in the class the compare these ratings with those of different age groups, sex, race, and expected grades in the course. This could reveal those groups giving the lowest ratings and perhaps the teaching appraoches could be modified to make the course more meaningful to them.

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APPENDIX

	Page
1. QUESTIONAIRE ADMINISTERED TO 31 STUDENTS	17
2. STUDENT OPINION SURVEY OF TEACHING	19

To assist me in a study of "student evaluation of instruction," please respond to the following questions by circling "yes" or "no." The purpose of the questionaire is to get some evidence to describe student "attitudes" or "feelings" regarding course or teacher evaluation. Please answer the questions as you "honestly feel." No names are necessary. Thank you, EH.

1.	I like to evaluate the courses I take.	Yes No
2.	I consider it an opportunity to be asked to evaluate a course or teacher.	Yes No
3.	I consider the evaluation of my courses a task which is a waste of time.	Yes No
4.	I feel that we (the students) are qualified to evaluate the quality of instruction.	Yes No
5.	I usually give a very good evaluation for the courses that I've taken.	Yes No
6.	I am usually very critical of the courses that I am asked to evaluate.	Yes No
7.	After I have completed an evaluation I feel good.	Yes No
8.	After I have completed an evaluation I feel bad.	Yes No
9.	I give a great deal of thought to the evaluation.	Yes No
10.	My score on the evaluation reflects my interest in the subject and not the "quality of instruction."	Yes No
11.	My score on the evaluation is related to the grade I am making in the course.	Yes No
12.	I like to evaluate a course because it gives me an opportunity to "vent" my feelings.	Yes No
13.	I like to evaluate a course because it gives me an opportunity to compliment the instructor.	Yes No
14.	I think that I am better qualified to evaluate the "quality of instruction" now than when I was in my first year.	Yes No
15.	Evaluating courses is boring for me.	Yes No

16. Evaluating courses takes too much time. Yes No

17. I prefer the computer card method of making the evaluation. Yes No

18. I like to write in comments and suggestions on an evaluation. Yes No

19. If the course has required very little work from me, I give a good score. Yes No

20. If I have had to work hard and feel that I have learned a lot, I give a good score. Yes No

21. The things that I am most critical of in a course that I am taking are under administrative control. (scheduling, time, space, etc.) Yes No

22. I feel that the teaching-team and administration are responsible for the quality of instruction and should evaluate it without bothering students. Yes No

23. I think evaluations should be done after every unit while the material and the teaching approach is still clear in my mind. Yes No

24. I think evaluations should be done early in the course so that change could occur before the course is over. Yes No

25. I think that the evaluations should be done during the final week of the course. Yes No

26. I think that the teacher's continuing employment should depend on the outcomes of "student evaluation of instruction." Yes No

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SURVEY OF STUDENT OPINION OF TEACHING

PREDETERMINED LEARNING: Preparation by teaching team.	Outstanding	Superior	Competent	Only Fair	Of Less Value
1. The assignments were definite.	1	2	3	4	5
2. The objectives were clearly stated.	1	2	3	4	5
3. The learning activities were relevant to the subject under study.	1	2	3	4	5
4. Expectations of my participation in my own learning was communicated clearly.	1	2	3	4	5
5. Preparation of materials and presentations was evident.	1	2	3	4	5
6. The test items were a measure of the objectives.	1	2	3	4	5
7. The selection of content is relevant to my future needs.	1	2	3	4	5
TEACHING: The teaching team:					
8. Interprets abstract ideas and theories clearly.	1	2	3	4	5
9. Gets me interested in the subject.	1	2	3	4	5
10. Has increased my skills in thinking.	1	2	3	4	5
11. Has broadened my interests.	1	2	3	4	5
12. Stresses important material.	1	2	3	4	5
13. Makes good use of visual aids.	1	2	3	4	5
14. Inspires class confidence in knowledge of subject.	1	2	3	4	5
15. Has given me new viewpoints of appreciations.	1	2	3	4	5
16. Is clear and understandable in explanations.	1	2	3	4	5

THE TEACHING TEAM WOULD LIKE TO KNOW IF THERE IS SOMETHING YOU BELIEVE HAS BEEN DONE ESPECIALLY WELL IN THE TEACHING OF THE COURSE_____

_____

THE TEACHING TEAM WOULD ALSO LIKE TO KNOW WHAT SPECIFIC THINGS YOU BELIEVE MIGHT BE DONE TO IMPROVE TEACHING OF THIS COURSE_____

_____